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The Knightly News

Language

Including:

In The News
Newspaper Scavenger Hunt
What's the Headline?
Ask the Editor
Stick to the Facts
Take A Stand
Building a News Story
The Medieval "Times"

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A Unit for Grade 4

Written by:

Lisa McGregor and Donna Cox (Project Leader)

Length of Unit: approximately: 22.6 hours

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Health & Physical Education, Grades 1-8

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A Unit for Grade 4
Written by:

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Renfrew County District School Board

Based on a unit by:

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Renfrew County District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

The Knightly News
Language A Unit for Grade 4

Task Context

In today's fast-paced world of constantly occurring important events, students must learn to use the news media to obtain information. They must learn how to think critically about this information, so they are able to make informed decisions about their world and the future.
In this unit, students become part of a newspaper team sent into the medieval time period. Students take on the roles of reporter, writer, editor, and publisher to complete their own classroom newspapers.
The learning expectations are chosen from the Grade 4 Language and Social Studies documents. Expectations are grouped so that a balance between knowledge and skills is created. Students see the purpose in their writing as they produce a newspaper that links the medieval time period with the content of their writing.

Task Summary

Students explore a variety of specific writing forms. Students are provided with opportunities to write for more complex purposes and communicate their ideas and information to specific audiences. In doing so, students explore the basic features of medieval society. Students produce several text forms, including persuasive texts and reports. Editing and proofreading opportunities are provided throughout this unit.

Culminating Task Assessment

As a culminating activity, each student produces a minimum of four pieces of writing to become part of an individually produced newspaper designed to depict events, stories and happenings of the medieval period. One of the pieces is an advertisement. Another piece is a factual report. The content in each piece of writing reflects the basic features of society, such as trade, transportation, design and technology, culture, religion, food and beliefs. Students select two additional pieces of work completed in the subtasks. The chosen pieces are "polished" and organized into a simulated newspaper page complete with titles, headlines, pictures, captions, etc. All pages are then combined and bound to form a class "newspaper." An alternative culminating task would be for students to work in groups of four to complete the newspaper page. Each student is responsible for one article. The group decides, consensually and equitably, the other responsibilities (heading, pictures, additional articles, etc.). Rubrics for written submissions are used for evaluation purposes.

Links to Prior Knowledge

Students require some prior knowledge in:
- communicating ideas and information for specific purposes and to specific audiences;
- writing materials to express their points of view and to reflect on their own experiences;
- organizing information into short paragraphs that contain a main idea and related details;
- producing pieces of writing using a variety of forms including humorous story, persuasive text, editorial;
- revising and editing their work using feedback from the teacher and their peers;
- proofreading and correcting final drafts focusing on grammar, punctuation, and spelling;
- using familiar editing checklists to examine pieces of writing;
- using, and correctly spelling the vocabulary for this grade level;
- working in groups and using conflict resolution strategies;
- contributing and working constructively in groups;
- using a dictionary and a thesaurus;
- following directions;
- locating and collecting information from various sources;
- making comparisons in past and present societies;
- communicating a main idea about a topic and describing a short sequence of events;
- expressing and responding to ideas and opinions concisely and clearly;
- listening to others and staying on topic in group discussions;

- reading from a variety of print materials including books, magazines, newspapers, etc.

Considerations

TECHNOLOGY
The final product for this project is a simulated "newspaper" page. Students are required to complete and publish some pieces of their writing. For schools with computer access, a computer-generated newspaper could be an alternative. It is important to note that although the computer is useful tool and resource, the unit can be completed successfully without one.

LIBRARY/INFORMATION CENTRE
Students require access to information and resources on the medieval time period. The school librarian or a parent volunteer could be asked to assist students with research on this topic. Related resources could be moved from the library to the classroom. Newspapers should be made readily available to all students throughout this unit.

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

1. It is strongly recommended that this unit be taught after or in conjunction with the Grade 4 Medieval Times Social Studies unit. The teacher may choose to address (instruct and assess) the Social Studies expectations from this strand while implementing this writing unit. Implementing this unit as it is written incorporates some but not all of the expectations of the Grade 4 Medieval Times strand. Although it is suggested that the teacher incorporate the content of the Medieval Times curriculum, the unit may be taught on its own as a series of writing lessons with a focus on newspapers. Teachers are encouraged to consider the inclusion of other disciplines to create a stronger, more diverse unit for classroom use.

2. This unit is best taught midyear to allow for a variety of prior reading and writing experiences by all students.

3. Students should have folders, notebooks, scrapbooks or binders in which to collect their work and blackline masters. A checklist should be provided for each student to keep track of activities completed.

4. Students require access to dictionaries and thesauri throughout the unit.

5. An extensive list of resources is included. The resources mentioned in this unit are suggestions only, and may be used by the teacher to help supplement the teaching of the writing unit. Resources should be gathered for the unit ahead of time so that they are available to students throughout completion of all subtasks. As this unit is also research-based, access to a library/resource centre is also recommended. Access to the Internet would be beneficial but is not required.

6. A large supply of newspapers is required for this unit. A letter sent home to parents/guardians well in advance of the commencement of lessons and activities can assist the classroom teacher with the gathering of materials. Staff members and community members may also be contacted for donations of resources.

7. Teachers are cautioned to ensure inclusivity and freedom from bias in selecting specific articles, photographs, headlines and news stories.

8. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

9. The teacher should consult his/her board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications; the teacher needs to ensure that his/her board has a Cancopy licence and that this licence covers the resources they wish to use. The teacher is reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without permission of the owner.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

The Knightly News

Language A Unit for Grade 4

1 In The News

Students complete a KWL (Know, Wonder, Learned) chart on newspapers independently. Afterwards, students share and contribute their ideas to create a class KWL chart. Using ideas from the chart, the teacher generates discussion on newspapers, their importance and function in today's society. The teacher collects the completed charts to determine the students' previous knowledge and adapts the unit based on this information.

2 Newspaper Scavenger Hunt

A scavenger hunt is used to reinforce the use of a newspaper to obtain information. This activity allows students to become more familiar with this print source. As an introduction, groups work together to examine the newspaper index so that they are more familiar with the location of various sections of the newspaper. Students complete a teacher-made scavenger hunt that involves using the newspaper to locate specific information, titles, topics and sections. Students are asked to cut and paste specific headlines, photographs, and articles as they complete the scavenger hunt. Afterwards, groups join together to share their findings.

3 What's the Headline?

The headline or title of a piece of writing is significant in preparing the reader for what the article is about. In this subtask, students become more familiar with a variety of headline types. In pairs, students examine several headlines and make predictions as to the content of the article or piece of writing they accompany. Small groups come together to share their ideas and make attempts to convince other group members of their predictions. Finally, as a class, students learn the actual content of each article and make comments on the accuracy of their predictions. An independent follow-up activity provides students with an opportunity to create a variety of meaningful, eye-catching headlines for a series of articles and stories.

4 Ask the Editor

Every newspaper team needs an editor. In this subtask, students are required to take on this role and utilize their proofreading skills. As a class, students examine a familiar editing checklist and then edit a piece of writing. In pairs, students examine a second piece of writing, then edit the piece together. Afterwards, students independently read an additional selected piece of writing and make appropriate use of the editing checklist to proofread and edit this piece without assistance.

5 Stick to the Facts

Students are introduced to report writing as a means of presenting information to an audience. Reports are factual texts which are context-specific; in this case, they are reflective of an event or topic associated with the medieval time period. Students concentrate on both the research process as well as the organization and writing of a report. Mini-lessons on reading and recording relevant information, summarizing and making rough notes, combining research into organized sentences and paragraphs are provided by the teacher as required. A class-generated list of possible topics to explore is provided for student use.

6 Take A Stand

Persuasive writing is writing which tries to convince the reader to "buy" an idea, product, service or information being "sold" by the writer. Newspapers incorporate many different types of persuasive writing such as editorials, advertisements, slogans, and reviews . In this subtask, students examine and write two specific forms of persuasive writing, advertisements, and slogans. Students choose topics from a class-generated list on the medieval time theme. One or both pieces of writing may be used as part of the required elements in the culminating activity.

7 Building a News Story

This subtask helps students learn about the parts of a news story, photographs and captions. Students are introduced to the main parts of a news story including the headline, by-line, dateline, lead and body. Students discuss the importance of photographs and captions as they are used to convey information and ideas. Students work with a variety of newspaper articles in a series of hands-on activities.

8 The Medieval "Times"

As a culminating activity, each student produces a minimum of four pieces of writing to become part of an individually produced newspaper designed to depict events, stories and happenings of the medieval period. One of the pieces is an advertisement. Another piece is a factual report. The content in each piece of writing reflects the basic features of society, such as trade, transportation, design and technology, culture, religion, food and beliefs. Students select two additional pieces of work completed in the subtasks. The chosen pieces are "polished" and organized into a simulated newspaper page complete with titles, headlines, pictures, captions, etc. All pages are then combined and bound to form a class "newspaper." An alternative culminating task would be for students to work in groups of four to complete the newspaper page. Each student is responsible for one article. The group decides, consensually and equitably, the other responsibilities (heading, pictures, additional articles, etc.). Rubrics for written submissions are used for evaluation purposes.

Description

Students complete a KWL (Know, Wonder, Learned) chart on newspapers independently. Afterwards, students share and contribute their ideas to create a class KWL chart. Using ideas from the chart, the teacher generates discussion on newspapers, their importance and function in today's society. The teacher collects the completed charts to determine the students' previous knowledge and adapts the unit based on this information.

Expectations

4e20	– introduce vocabulary from other subject areas into their writing;
4e43	– use their knowledge of the organization and characteristics of different forms of writing to understand and use content;
4e56	• contribute and work constructively in groups;
4e59	• analyse media works;
4e61	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
4e64	– use appropriate tone of voice and gestures in social and classroom activities;
4e66	– listen to others and stay on topic in group discussion;
4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming
Discussion

Assessment

Students complete two KWL charts, one as a class and the other independently. These charts give the students an opportunity to demonstrate the skills and knowledge they already possess, the content information they already know, as well as any new information or skills they are interested in learning.
The teacher should prepare a large KWL chart suitable for this activity.

Assessment Strategies

Observation

Assessment Recording Devices

Teaching / Learning

The teacher explains to students that a KWL chart is used to show what students already know about a topic, what they wonder about a topic, and what they have learned about the topic once the unit is complete. It is assumed that students have already had experience with this chart format.

1. As an example for the students and to assist with the linking of prior knowledge, the teacher chooses a sample topic to introduce or explore the KWL chart format. Using discussion and direct teaching, the teacher and students discuss the directions for beginning a KWL chart. Using a large KWL chart, which is posted on the board or wall, the class brainstorms and completes the **K**now and **W**onder sections.
(The topic used should be familiar to all students.) If this unit is being taught after the Medieval Times unit as suggested, students may complete a KWL chart on Medieval Times or consult one which they already have completed for this unit of study.

2. The teacher poses questions or prompts students as they complete this activity in a whole group setting. Either the teacher or a student records findings on the large KWL chart.

3. Afterwards, the teacher provides students with their own personal KWL charts to complete independently (BLM 1.1 - KWL Chart). Each student completes the Know and Wonder sections of his or her chart on newspapers. The Learned section is completed at the end of the unit.

4. Once students complete the first two sections of their personal KWL charts, a group sharing opportunity takes place. At this time, the teacher uses an enlarged KWL chart on Bristol board or chart paper to record student ideas and statements. This chart remains on hand throughout the unit for reference.

5. The students' charts are then submitted to the classroom teacher for the diagnostic assessment of each individual student's previous knowledge and understanding of a newspaper and how it works. After reviewing and examining these charts, the teacher then adapts this unit to best meet the needs of the class.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students with visual impairments, or who have difficulty writing, may require the assistance of a learning buddy, classroom assistant, teacher, or volunteer to scribe for them. All information, however, should come directly from the student.

- Some students may require additional time to complete this activity. For those students with writing difficulties, scribing assistance may be useful. An enlarged copy of the KWL chart may be provided for students with visual impairments. Some students may present what they know in oral form or use computers.

Resources

BLM 1.1 KWL Chart	BLM_1.1_KWL_Chart_S.cwk
chart paper	1
markers	3

Notes to Teacher

1. Prior to beginning the first lesson, students are made aware of the context of the upcoming learning experiences. Students are informed by the teacher that they are going to become part of a newspaper team. Each student is required to create his/her own one-page newspaper complete with four articles set during the Middle Ages. Students must include an advertisement and a report as part of their submission, the remaining articles are left to the choice of the students. Through a series of lessons, students become more familiar with the newspaper as an information medium. They become aware of the variety of writing styles and types and are provided with opportunities to practice and develop their skills as writers.

2. Alternately, students may work in groups of four to complete the newspaper page. Each student would be responsible for one article. The group would decide, consensually and equitably, the other responsibilities (heading, pictures, additional articles, etc.).

3. Have a large KWL chart posted on the wall or board. Use coloured markers or chalk to complete the chart with the class. In addition to a large chart, students are provided with a smaller version for independent use (BLM 1.1). The chart remains visible for students throughout the duration of the unit.

Teacher Reflections

Newspaper Scavenger Hunt

Subtask 2

120 mins

Description

A scavenger hunt is used to reinforce the use of a newspaper to obtain information. This activity allows students to become more familiar with this print source. As an introduction, groups work together to examine the newspaper index so that they are more familiar with the location of various sections of the newspaper. Students complete a teacher-made scavenger hunt that involves using the newspaper to locate specific information, titles, topics and sections. Students are asked to cut and paste specific headlines, photographs, and articles as they complete the scavenger hunt. Afterwards, groups join together to share their findings.

Expectations

4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;
4e34	– identify the main idea in a piece of writing, and provide supporting details;
4e36	– make inferences while reading;
4e43	– use their knowledge of the organization and characteristics of different forms of writing to understand and use content;
4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).
4e66	– listen to others and stay on topic in group discussion;
4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Groupings

Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Classifying

Assessment

The teacher observes and records individual participation and group work. The teacher uses the completed scavenger hunt scrapbook to assess the students' knowledge of the components and uses of the newspaper format.

Assessment Strategies

Observation

Assessment Recording Devices

Teaching / Learning

1. Prior to the lesson, the teacher creates a scavenger hunt suited to the newspaper resource.

2. The teacher could choose a familiar or unfamiliar newspaper to use for the scavenger-hunt activity. Depending on the size of the class and work habits of the students, the teacher groups students into pairs or small groups. Each group requires its own newspaper for the activities chosen.

3. The students complete the Parts of a Newspaper activity page (BLM 2.1). This activity requires students to consult the newspaper index to reference various sections and pages of the newspaper. Students browse through the newspaper to become more familiar with the types of articles and stories in the various sections of the paper. This activity is shared as a class before moving onto the scavenger hunt.

4. Students work in pairs or small groups to complete the scavenger-hunt activities (BLM 2.2). Throughout this session, students become even more familiar with the parts of a newspaper. They explore the various sections and examine a variety of writing formats such as comics, reviews, news stories and advertisements. This hands-on activity allows students to manipulate this media source as they cut and paste portions of the newspaper and respond to the articles they read. Students will require time to complete this challenge.

5. Students and teachers examine the results and findings of this exercise as a whole class or in small groups. The teacher takes this opportunity to introduce new concepts or review familiar ones.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- The teacher can work with small groups of students throughout the activities. More time can be spent familiarizing them with the material and the activities.

- A buddy system is also beneficial to students requiring extra guidance and assistance.

- Students with visual impairments may have several newspaper pages scanned onto a computer for better viewing.

- Some students may work more productively in a quiet area, free of distractions.

Resources

BLM 2.1 The Parts of a Newspaper	BLM_2.1_NewspaperParts_S.cwk
BLM 2.2 Newspaper Scavenger Hunt	BLM_2.2_ScavengerHunt_S.cwk
A Canadian Writer's Reference	Diana Hacker
A Handbook for Young Writers, Thinkers, and Learners	D. Kemp, R. Nathan, & P. Sebranek
Writing Sense - Teacher's Source Book Level 4	Gerald Oglan & David Booth
newspaper	1
scissors	1
glue sticks/ glue	1
scrapbook or notebook	1

Notes to Teacher

1. When choosing newspapers for students to use in class, the teacher may request that students bring in a newspaper from home. A note home to parents would be required.

2. If more than one newspaper is being used, adjustments may have to be made to the assignments.

3. The Parts of a Newspaper (BLM 2.1) is provided as an example for teachers and should be modified to best meet the needs of the teacher and students. The teacher requires a completed page with answers, page numbers, etc. recorded for his/her own reference when marking or taking up the worksheet. (All students must be using the same newspaper edition.) This activity is meant only to introduce students to the major sections of the newspaper. Adjustments may be made if the teacher wishes to introduce other information.

4. Students require access to a dictionary for this activity. One dictionary per group is sufficient.

5. Students use notebooks or scrapbooks in which to record their Newspaper Scavenger Hunt (BLM 2.2) findings. This may be an individual or group effort. If an individual activity is used, each student requires his/her own newspaper. If a group activity is used, the BLM 2.2 Newspaper Scavenger Hunt needs to be adjusted to reflect a group effort. For example, each group member could do four of the questions/challenges.

6. The scavenger hunt (BLM 2.2) is only meant to be an example. Its generic format allows it to fit most newspapers. The teacher may wish to use dated newspapers and make the questions topic-specific.

Teacher Reflections

Description

The headline or title of a piece of writing is significant in preparing the reader for what the article is about. In this subtask, students become more familiar with a variety of headline types. In pairs, students examine several headlines and make predictions as to the content of the article or piece of writing they accompany. Small groups come together to share their ideas and make attempts to convince other group members of their predictions. Finally, as a class, students learn the actual content of each article and make comments on the accuracy of their predictions. An independent follow-up activity provides students with an opportunity to create a variety of meaningful, eye-catching headlines for a series of articles and stories.

Expectations

4e6	• produce media texts using writing and materials from other media (e.g., a cartoon);
4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e29	• read independently, using a variety of reading strategies;
4e30	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
4e34	– identify the main idea in a piece of writing, and provide supporting details;
4e36	– make inferences while reading;
4e43	– use their knowledge of the organization and characteristics of different forms of writing to understand and use content;
4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).
4e54	• communicate a main idea about a topic and describe a short sequence of events;
4e55	• express and respond to ideas and opinions concisely and clearly;
4e56	• contribute and work constructively in groups;
4e59	• analyse media works;
4e66	– listen to others and stay on topic in group discussion;
4e64	– use appropriate tone of voice and gestures in social and classroom activities;
4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

Groupings

Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming
Discussion
Guided Exploration

Assessment

Using student work (BLMs 3.1 and 3.2) and class discussions, the teacher determines the students' understanding of the types and purposes of headlines.

Assessment Strategies

Response Journal
Observation

Assessment Recording Devices

Teaching / Learning

1. Students are introduced to the importance of headlines. The headline or title of a newspaper story gives the reader some idea of what the story or article is going to be about. Headlines usually help readers decide which articles they want to read. A short discussion and brainstorming session is needed to introduce students to what a headline is and its purpose.

2. As a class, students brainstorm ideas about the possible content of an article or news story having read only the headline. The teacher records their predictions onto chart paper for later use. Students are asked to read the article carefully and thoughtfully.

3. Afterwards, the class holds a short discussion as to the content of the article and the accuracy of their

predictions. Consider the following questions for your discussion: Why might the writer have used this headline for this article? Why was it well suited to the article? Why not? Can you think of another headline which might have been more appropriate? How many of our predictions were close? Were any of our predictions accurate?

4. At this point, the teacher distributes copies of several interesting headlines to each small group of students. BLM 3.2 Headlines on High, includes samples; however, actual newspaper clippings could easily be cut and pasted as another option. In small groups, students read over the headlines and record their predictions as to the content of the articles beneath each one. If headlines from real news stories are used, groups may then read the stories to determine the accuracy of their predictions. In this case, the teacher may need to prepare answers to use for assessment purposes or hold a classroom discussion after the students have made their predictions.

5. Once each group has completed their list of predictions, small groups join together to share their predictions and attempt to convince others of their guesses. Finally, the teacher provides groups with the corresponding articles to read. Students learn the actual content of the articles and determine the accuracy of their predictions.

6. As an independent follow-up activity provide students with several short articles to read, such as those in BLM 3.1 Missing Headlines. Afterwards, students create the headlines for these articles. These headlines could be shared in small groups or with the whole class.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Consider reducing the number of requirements for this subtask.

- Students may be required to work with a buddy for all parts of this lesson.

- Have "easy-read" versions of the newspaper available.

Students with special needs may require accommodations for this subtask. Enlarged copies of headlines and articles may be needed for students with visual impairments. Student groupings may also be done in accordance with abilities and needs of students. Time restrictions may be lengthened to accommodate students requiring additional time.

Resources

BLM 3.1 Missing Headlines	BLM_3.1_MissingHeadlines_T.cwk
BLM 3.2 Headlines on High	BLM_3.2_HeadlinePredict_T.cwk
A Canadian Writer's Reference	Diana Hacker
newspaper	1
chart paper	1-2
markers	2
overhead transparency	1-2
white printer paper	1

markers, crayons or pastels	1 pack
Overhead Projector	1

Notes to Teacher

1. Prior to the lesson, the teacher chooses a short article with a unique headline to be copied onto an overhead transparency for whole class instruction. Also, a series of headlines chosen from the newspaper needs to be accessible for whole class use or copied onto paper for individual or small group use (BLM 3.2 Headlines on High is provided as a sample). In addition, the teacher needs to create an activity page which contains several short articles without their headlines (BLM 3.1 Missing Headlines is provided as a sample).

2. If a whole class learning environment is chosen, then specific activities may require the use of an overhead projector. As a result, BLMs 3.1 and 3.2 have to be transferred to overhead transparencies. If the teacher decides to allow students to work in small groups or independently, then photocopies are needed.

3. BLMs 3.1 and 3.2 are examples only. The teacher may decide to use headlines and articles related to the Medieval Time period. Up-to-date articles and headlines could also be used for a more current approach to the learning activity. There are no articles or stories to accompany BLM 3.2. The teacher may choose real headlines from a newspaper and cut out the stories for future use, if desired.

4. This activity could be used to create a bulletin board display. A copy of an enlarged story or newspaper article could be used as the central focus. On the outer edges, students could display their creative headlines. If computer access is available, students might instead create their headlines using graphics and a variety of font styles and sizes.

5. Time permitting, the teacher may provide students with an opportunity to display their headlines in an artistic format using pastels, crayons or markers. Students could create enlarged copies of their headlines to display on a bulletin board with copies of articles and stories. If computers are accessible to students, the teacher may choose to have students use graphics, font styles and formatting to create attractive, eye-catching headlines for the display.

Teacher Reflections

Description

Every newspaper team needs an editor. In this subtask, students are required to take on this role and utilize their proofreading skills. As a class, students examine a familiar editing checklist and then edit a piece of writing. In pairs, students examine a second piece of writing, then edit the piece together. Afterwards, students independently read an additional selected piece of writing and make appropriate use of the editing checklist to proofread and edit this piece without assistance.

Expectations

4e7	• revise and edit their work, using feedback from the teacher and their peers;
4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Demonstration
Practice And Drill
Workbook/work Sheets

Assessment

The teacher creates checklists which list the various proofreading and editing skills to be observed (BLM 4.1 is an example). Use these familiar checklists to assess students as they complete the editing and proofreading activities.

Assessment Strategies

Observation

Assessment Recording Devices

Teaching / Learning

1. A brief introduction to the editor's responsibilities in a newspaper team begins this lesson. The teacher explains the importance of proofreading and editing before publishing a piece of writing. At this time, the teacher reviews familiar editing and proofreading checklists (BLM 4.1 is an example). If the checklists are used, mini-lessons and practice may be required. As a class, students edit a piece of writing.

2. Once the students are familiar with this process, the teacher assigns pairs of students an unfamiliar piece of writing to edit and proofread. The piece will be examined by the class afterwards.

3. As a follow-up activity, students edit an additional piece of writing. This editing and proofreading process is done independently and is used by the teacher as an assessment strategy to check for understanding and skill development.

4. The editing and proofreading checklists used in this lesson are used throughout the various writing experiences later in this unit. BLM 4.1 Proofreading Checklist and BLM 4.2 Revising Checklist may be used by the teacher for these lesson activities and future writing opportunities.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Several learning opportunities may be required for students as they practise the editing process. Although this subtask calls for three occasions to edit and proofread, some students may require additional experience to develop competence and understanding. The teacher must adjust the lesson accordingly.

- Some students may require extra time to complete the subtask. In this case, they could be accommodated by having additional time to work on this unit.

- Some students may require enlarged photocopied materials and/or using a buddy system or computer as a resource.

Resources

BLM 4.1 Proofreading Checklist	BLM_4.1_ProofreadChcklst_S.cwk
Write On Track	D. Kemper, R. Nathan, P. Sebranek
A Canadian Writer's Reference	Diana Hacker
chart paper	1-2 pages
markers	1 pack
overhead markers	1 pack
overhead transparency	1-2
Overhead projector	1

Notes to Teacher

1. The teacher could connect the proofreading and editing activities to the Medieval Times by providing articles and stories related to that unit. The unit subtasks to follow focus on the integration of the Medieval Times content matter.

2. Prior to this lesson, the teacher is required to create or choose an editing checklist to use with the class and several unedited pieces of writing to use in the activities to follow.

Teacher Reflections

Description

Students are introduced to report writing as a means of presenting information to an audience. Reports are factual texts which are context-specific; in this case, they are reflective of an event or topic associated with the medieval time period. Students concentrate on both the research process as well as the organization and writing of a report. Mini-lessons on reading and recording relevant information, summarizing and making rough notes, combining research into organized sentences and paragraphs are provided by the teacher as required. A class-generated list of possible topics to explore is provided for student use.

Expectations

4e1 A	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
4e3 A	• organize and develop ideas using paragraphs (e.g., to tell a story);
4e5 A	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
4e7	• revise and edit their work, using feedback from the teacher and their peers;
4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
4e20 A	– introduce vocabulary from other subject areas into their writing;
4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;
4e36	– make inferences while reading;
4e49	– understand specialized terms in different subject areas (e.g., science, technology);
4e54	• communicate a main idea about a topic and describe a short sequence of events;
4z5 A	– describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);
4z6 A	– describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);
4z11	– use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Guided Reading
Guided Writing
Report
Note-making
Guided Exploration

Assessment

The teacher assesses the final written report, noting whether the students understand how to read for information, summarize and make rough notes, and organize those notes into sentences and paragraphs. A teacher-generated checklist may be used to evaluate the final written submission.

Assessment Strategies

Observation
Conference

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

This subtask includes mini-lessons which teach students several of the language and research skills they need in

order to complete the final culminating activity. The teacher may choose to teach all lessons at once spending only a brief period of time on each (a review), or may decide to spread the lessons out over several days. After completing/reviewing each of the mini-lesson components, students are provided with an independent researching and report-writing opportunity. This work may be included as part of the culminating activity assessment.

Mini Lessons: (to be used at the discretion of the teacher)
Reading for Information
1. In this lesson, the students are introduced to the importance of reading for important information. As a whole class, the students skim an article for relevant facts. Students are reminded that for the purposes of writing a report, at least two resources should be used to gain information about a subject. (See BLM 5.1.)

2. Prior to reading the articles, the students brainstorm predictions as to the content of the articles based on the titles. Then, students are asked to come up with a list of possible questions they wish to have answered as they read the article (e.g., What type of music was popular during this era? What did people do for fun? What sports were played?). These questions are used later in the gathering grid (BLM 5.2).

3. As students read the first article independently, they are asked to highlight important facts in some way (highlighter, underline, circle).

4. Once the students conclude this process, the teacher asks a series of leading questions to ensure that all students have determined the important information from the article.

5. Using an overhead projector and a copy of the article, teacher and students read through the article again and highlight any information they deem relevant. As the teacher models the skimming and highlighting process, students make comments and share their ideas. (This modelling process may be used first.)

6. Afterwards, the students continue with the same process for the second article. Group sharing follows, if time permits.

Summarizing and Making Jot Notes
1. Now that the students have determined the important information from each article, a short time for comparing the two is required. At this point, the teacher and students point out information which is shared in both articles, as well as information which may only be found in one. Gathering Grid (BLM 5.2) would help to organize the jot notes into a chart format.

2. Once the class determines the most important and relevant information, the teacher models how to summarize information and make jot notes on chart paper. In doing so, the teacher reminds all students that information is to be summarized in their own words.

3. Other opportunities to practise this skill are presented to the students.

Writing a Report
At this point, students are ready to learn how to combine their rough research into organized sentences and paragraphs.

1. Students use their gathering grids to help them write a brief report about the variety of types of entertainment for persons of the medieval era. Students focus first on the beginning, ensuring that the first paragraph tells what the report is about as well as capturing the attention of the reader. Students and teacher brainstorm ideas for the beginning of this type of article (BLM 5.3).

2. Then, students focus on writing the middle of their report. This is the main portion of the report and should include the answers to all of the questions answered through the research process. These points are made into full sentences. All sentences answering a particular question are grouped into the same paragraph. This process is carried out for all paragraphs.

3. Finally, students are asked to create a strong ending for their report. The ending paragraph should summarize the information in a unique way.

4. Students are reminded to check to ensure that their article included all the important information.

5. At this point, revising, editing and proofreading takes place. Revising and editing checklists created by the teacher may be used at this time (BLM 5.4 is an example).

6. As final copies are planned, students may wish to consider using other media forms to enhance their reports. Adding pictures, diagrams, or charts complements the report. Keep in mind that the culminating activity requires pictures or diagrams, in addition to the required four articles. Reports are shared with peers.

7. Student-teacher conferences take place to examine the assessment checklist and consider areas of strength and weakness. Suggestions and recommendations for future report writing is made by the teacher at this time.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- The articles used can shortened and enlarged. The teacher helps to ensure that the student finds out the most important facts. Highlighting these with a highlighter is a useful technique.

- Some students may require additional time to practise the various steps introduced in each of the mini-lessons. Allotment for a more gradual progression by these students is required. Overheads may be used and kept on file for individual student use.

- Use of computers may assist some students with writing difficulties.

Resources

BLM 5.2 Gathering Grid	BLM_5.2_GatheringGrid_S.cwk
BLM 5.1 Medieval Entertainment Article A	BLM_5.1_ArticleA_S.cwk
BLM 5.3 Medieval Times Report Writing Suggestions	BLM_5.3_WritingTopics_T.cwk
BLM 5.4 Revising Checklist	BLM_5.4_ReviseEditChckist_T.cwk
A Medieval Castle	F. Macdonald, and M. Bergin
A Street Through	Dr. Anne Millard
"...And I want it in your own words."	M. Lewis, D, Wray & P. Rospigliosi
Castle - Cross Sections	Phen Biesty
Discovering Castle Days	J. Bradley Cruxton & W. Douglas Wilson
Eyewitness Books - Arms & Armor	Andrew Langley
Easy Steps to Writing Fantastic Research Reports	Jean Dreher, Katheryn Davis, Priscilla Waynant, Suzanne Clewell
Eyewitness Books - Medieval Life	Andrew Langley

The Knightly News

Language A Unit for Grade 4 **320 mins**

First Steps - Writing Developmental Continuum	Glenda Raison & The Education Department of Western Australia
First Steps - Writing Resource Book	Glenda Raison & The Education Department of Western Australia
Writing Sense - Teacher's Source Book Level 4	Gerald Oglan & David Booth
Write on Track	Dave Kemper, Ruth Nathan, Patrick Sebranek
Knights & Castles	Avery Hart & Paul Mantell
Medieval World	Usborne World History
Tapestry 4	Les Asselstine Rod Peturson
chart paper	3-4
markers	1 pack
overhead transparencies	2-4
overhead projector	1

Notes to Teacher

1. Prior to the lesson, the teacher chooses two articles/stories to use in class. These articles may or may not relate to the medieval time period. One sample article has been included in BLM 5.1 Medieval Entertainment Article A. The teacher should become very familiar with the article (or those chosen) so that he/she has already determined the most important facts which students should derive from reading the articles. The teacher needs to make copies of the two articles to be used for each student.

2. Chart paper is to be used to make jot notes from the articles. This should be accessible to the teacher and students at all times.

3. In-class research time is required. Some researching and report writing may be assigned for "at home" completion.

4. The teacher collects a large selection of books and other appropriate resources for student research and could also take the class to the library to find and sign out the required books. If possible, time could be booked in the school computer lab if Internet access is available to students. Teachers must ensure that students know and follow board and school policies related to Internet use.

5. Final copies of reports may be handwritten or computer-generated and accompanied with diagrams, photographs or cut outs.

6. Independent Research and Report Writing (Optional Mini-Lesson)
Although this particular report may not be used as part of the culminating activity assessment, students could now be presented with an opportunity to write independently. Several days may be required to complete this portion of the lesson.
- After conferencing with the teacher, students choose a topic from a class-generated list or decide one of their own on which to write a second report. A BLM entitled BLM 5.3 Possible Writing Topics is included.
- Students use BLM 5.2 as an organizing strategy for the research.
- This report may be included in the final newspaper page submission.

Teacher Reflections

Description

Persuasive writing is writing which tries to convince the reader to "buy" an idea, product, service or information being "sold" by the writer. Newspapers incorporate many different types of persuasive writing such as editorials, advertisements, slogans, and reviews . In this subtask, students examine and write two specific forms of persuasive writing, advertisements, and slogans. Students choose topics from a class-generated list on the medieval time theme. One or both pieces of writing may be used as part of the required elements in the culminating activity.

Expectations

4e1 A	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
4e2 A	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
4e5 A	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
4e6	• produce media texts using writing and materials from other media (e.g., a cartoon);
4e7	• revise and edit their work, using feedback from the teacher and their peers;
4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
4e20 A	– introduce vocabulary from other subject areas into their writing;
4e22 A	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;
4e30	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
4e49	– understand specialized terms in different subject areas (e.g., science, technology);
4e52	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;
4e54	• communicate a main idea about a topic and describe a short sequence of events;
4e55	• express and respond to ideas and opinions concisely and clearly;
4e62	– use some vocabulary learned in other subject areas in simple contexts;
4z5 A	– describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);
4z6 A	– describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Brainstorming
Discussion

Assessment

A teacher-generated Rating Scale could assess the degree to which:

a) words communicate excitement about the product, an urge to buy the product, superlative qualities about the product

b) layout design captures interest, aligns with the mood created with the words, is attractive

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Rating Scale

4z11 – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;

Teaching / Learning

This subtask includes two mini-lessons which teach two types of persuasive writing. The first part introduces and teaches students about slogans. The second part of the lesson discusses advertising and allows students to create their own advertisement to sell a product.

Persuasive Writing - Slogans

1. To begin the lesson, it is important to capture the interest and enthusiasm of the class. Using the overhead projector, the teacher displays a series of familiar slogans for the class. Posters often contain slogans - an assortment of these may also be used by the teacher during the introduction.

2. Students are introduced to what a slogan is and why it is used. Students are asked to consider a series of questions about each slogan:
- What is the product or idea being sold?
- What is the message of the writer?
- Who is the intended audience?
- Is the slogan successful or unsuccessful?

3. Students may be asked to watch the television during the time the news is broadcast (this is usually a good time to catch creative advertisements). If students are asked to observe creative advertisements (commercials), the teacher must send a letter (on letterhead, with administrative approval) informing the students' parents/guardians about the assignment and how it is a part of The Knightly News unit. During observation time, students note the slogans and jingles being used to sell certain products. Other options would be the examination of radio, newspapers, magazines, cereal boxes, shampoo bottles and other products. A teacher-made chart to organize this information is useful (include product, slogan and/or jingle, audience, success.)

4. The next day, students are grouped for a brief sharing period during which they are given an opportunity to share slogans and jingles they observed at home and in their neighbourhoods. Students should consider the amount of writing, size, print styles, colour, use of pictures and graphics, and other elements which attracted them to the slogan.

5. Students are grouped together to create a slogan which sells something familiar to the medieval era. A student-generated list of possibilities is created through brainstorming.

6. Student groups select one idea and develop a slogan.

7. Students then create their own individual slogan designs using materials provided. Slogans are published on a bulletin board or within the classroom.

8. A teacher-generated checklist could be used to assess this piece of writing. Criteria may be used from #4.

Persuasive Writing - Advertisements

This lesson introduces students to persuasive writing in advertisement form. Most advertisements are used to sell a product or service. Students create a newspaper advertisement which may sell a product or service appropriate to medieval times.

1. In small groups, students examine a variety of print sources to discover the power of persuasive advertising. Students identify the product being sold and consider what elements determine the effectiveness of the advertisement. Students also identify the audience for which the advertisement was intended. Each group makes jot notes on chart paper which answer these and other questions as directed by the teacher. Groups rotate several times until they have had an opportunity to examine a wide variety of printed advertisements.

2. As a class, groups share their findings. Then, on the board or chart paper, the teacher organizes and classifies the information. A question-and-answer period may be used to ensure understanding. Sample questions are: What makes this advertisement effective? Who would buy this product? Why? What kinds of products are being sold? Who are the audiences? What types of advertising techniques are effective in attracting the attention of the reader? What types of advertisements are less successful?

3. Using the classified section of a newspaper, groups of students examine the various writing styles used to sell a variety of products.

4. Finally, students create and write their own advertisements. Keep in mind that these are to be different from the slogans used in the earlier portion of the lesson. For this activity, students may be asked to create an advertisement to sell or request goods or services common to the medieval time period. Some examples are listed below:
- Castle for Sale
- Tournament - time, location, etc.
- Selection of Medieval Records for Sale
- Horses for Sale
- Blacksmith Needed
- Land for Sale
- Pages Needed

5. In accordance with the writing process, students are encouraged to brainstorm their ideas, create, revise, edit and publish their work.

6. A teacher-designed rating scale may be used for the evaluation of this element of the subtask.

7. This written submission may be used as part of the culminating activity.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- The slogans and advertisements may need to be shortened and enlarged.

- Allotment for a more gradual understanding of concepts by some students may be required. Overheads may be used and kept on file for individual student use.

- Adjustments may be needed in the area of time. Students may require lengthened sessions or lessons spread out over a number of days.

- Students requiring enrichment should be provided with additional opportunities to broaden and or deepen activity choices.

Students with special needs may require accommodations. Students with reading and writing difficulties may require video or taped materials to use as reference for their reports. Written submissions might be replaced with oral presentations to the class or teacher. Pairing students may be useful. Continued support and additional learning opportunities may be required to ensure that concepts are understood.

Resources

A Canadian Writer's Reference Diana Hacker

A Handbook for Young Writers, Thinkers, and Learners	D. Kemp, R. Nathan, & P. Sebranek
A Medieval Castle	F. Macdonald, and M. Bergin
"...And I want it in your own words."	M. Lewis, D, Wray & P. Rospigliosi
Discovering Castle Days	J. Bradley Cruxton & W. Douglas Wilson
Eyewitness Books - Arms & Armor	Andrew Langley
Castles	Philip Steele
Eyewitness Books - Knight	Andrew Langley
Fact of Fiction: Knights	Aladdin Books
Castle At War- Discovery Series	Stoddart
Castles, Pyramids and Palaces	Caroline Young & Colin King
Eyewitness Books - Castle	Andrew Langley
First Steps - Writing Developmental Continuum	Glenda Raison & The Education Department of Western Australia
First Steps - Writing Resource Book	Glenda Raison & The Education Department of Western Australia
Incredible Castles And Knights	A Dorling L. Kindersley Book
Men of Iron	Howard Pyle
chart paper	1
markers	3-5
bristol board - white	1
pencil crayons & coloured crayons	1 pack
newspapers, brochures, magazines	1-5
overhead transparencies	2-3
overhead projector	1
television & VCR	1

Notes to Teacher

1. Prior to the lesson, the teacher must gather and organize a supply of a variety of slogans and advertisements. These may be generated from newspapers, magazines, books, and other media sources.

2. The nature and content of slogans and reviews used in class require careful consideration. Certain topics are not suitable for Grade 4 classroom use (e.g., advertisements for alcohol, cigarettes, those with sexual connotations).

3. This subtask involves students creating both a slogan and an advertisement that may have been heard or seen during the medieval times. Should teachers wish to incorporate another subject area instead, this change is easily made. One suggestion is to have students create slogans which would make students want to read. These slogans could be displayed around the walls of the library as a motivational tool for student learning.

4. If the advertisement or slogan is centered on a medieval theme, then a supply of resource materials on medieval times is required for this lesson. A variety of print material of different levels should be made available to students for research purposes. Resources should be kept in an accessible location within the classroom. Teachers may substitute resources for those suggested in Resources.

5. The lessons involved should be extended over several days to allow for home activities and the acquisition of new information.

6. Though not necessary, computers and appropriate software would be useful for the advertisement portion of this subtask.

7. Although many slogans and advertisements try to sell products, many are also selling an idea. One idea is "Exercise to be Healthy." These types of slogans should also receive attention and consideration. Students may wish to write these types of slogans for their projects.

8. Students should be advised to use 555 as an exchange when displaying telephone numbers in their advertisements.

Teacher Reflections

Description

This subtask helps students learn about the parts of a news story, photographs and captions. Students are introduced to the main parts of a news story including the headline, by-line, dateline, lead and body. Students discuss the importance of photographs and captions as they are used to convey information and ideas. Students work with a variety of newspaper articles in a series of hands-on activities.

Expectations

4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;
4e36	– make inferences while reading;
4e37	– make judgements about what they read on the basis of evidence;
4e59	• analyse media works;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Classifying
Guided Exploration
Media Analysis
Manipulatives

Assessment

The teacher creates his/her own observation checklist to use in the assessment of this activity.

Criteria may include
a) knowledge of newspaper part names
b) ability to create an appropriate headline
c) ability to create an appropriate photo caption

Anecdotal Record
The teacher makes anecdotal records throughout the learning activity while observing students as they work. The teacher may note knowledge and skill acquisition, work habits, collaborative work efforts, and overall participation.

Assessment Strategies

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Newspaper people use specific words to describe the parts of a news story. A short lesson on the terminology and the structure of a newspaper article is necessary.

1. The teacher distributes copies of the news story for the class to read (see BLM 7.1 for a sample). Discuss the title and allow for student predictions as to the content of the article to be shared and discussed. Afterwards, students are given an opportunity to read the article silently to themselves. Once the students have read the article, a brief discussion may follow.

2. The teacher introduces students to the various parts of a news story. Dateline, headline, by-line, lead, body and

caption are discussed. Throughout this introduction, the teacher indicates a new term and follows it with its definition. The terms and definitions are posted on chart paper for visible reference by students throughout the unit. A sample list has been included in BLM 7.2 Newsworthy Words. After each part of the news story is introduced, students are asked to determine which part of the story corresponds with each term. The teacher highlights each section on the overhead for students to see - students then underline or highlight these sections on their own articles as well. This process continues until each of the above terms had been discussed.

3. The lead of a news story answers the questions Who, What, Where, When, and Why. Students could examine a variety of leads and fill in a chart to show this information. Afterwards, students write their own leads on a variety of topics.

4. As a final activity, students are given one page from a newspaper containing several articles and pictures. Students are asked to read their articles over carefully and thoughtfully - keeping in mind the parts of a news story.

5. Students choose one article to work with first. This article is cut and pasted onto the centre of a large sheet of light coloured construction paper (the headline should remain with the article - pictures or photos are not needed at this time).

6. Students refer to the chart paper list of news story terms and definitions and use these to label the corresponding parts by drawing a line with a ruler to match the "news story part name" to the actual part as it appears in their own articles.

7. Students create a new headline for the article and print it neatly above the original.

8. Students cut out the remaining articles on their newspaper page without their headlines. These are glued on the bottom portion of the construction paper. Above each, students create and write a new headline.

9. Students cut out the remaining photographs, pictures or cartoons from their page. These are glued neatly on the top portion of the construction paper. Beneath each picture or image, students must create and write a meaningful caption.

10. Afterwards, a sharing session amongst peers takes place, time permitting. These "newspapers" are then given to the teacher for assessment. A teacher-generated checklist is used to check for understanding. See suggestions for criteria in Assessment box.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students may require extra time to complete the activities outlined in this subtask. Flexibility in this area is needed.

- Some students may work in pairs to complete this activity.

- Students with visual impairments may require significantly enlarged copies of newspaper articles and stories.

- Students who are physically challenged may require additional assistance organizing and manipulating data and information.

Resources

BLM 7.1 News Story BLM_7.1_NewsStorySample_T.cwk

BLM 7.2 Newsworthy Words	BLM_7.2_NewsworthyWords_T.cwk
newspaper page with articles and photographs	1
large sheet of light coloured construction paper	1
scissors	1
glue	1
highlighter or coloured marking pens	4-5
ruler	1
overhead transparency	1-2
overhead markers	1 pack
chart paper	1-2
markers	1 pack
overhead projector	1

Notes to Teacher

1. Prior to this lesson, the teacher must organize a supply of newspaper articles. These articles will eventually be cut and manipulated. By simply cutting the newspaper into pages, students may each take one page to work from - assuming there are at least three articles and two or three pictures per page.

2. The teacher needs to choose a newspaper article to use for demonstration and class discussion. A short sample article has been prepared in BLM 7.1 News Story. The teacher may choose any article for this purpose.

3. This activity may be introduced earlier in the sequence of learning events.

4. The teacher may wish to pre-cut a large selection of news stories and pictures with captions. Each student requires four articles and three photographs for the lesson. These can be stored separately to make distribution easier. A large selection of newspapers and newspaper pages could also be provided for student use; students would choose and cut their own articles.

5. Time permitting, the teacher might choose to continue the lesson by having students write a short news story on an event within the classroom, school or community. Students would ensure all elements of the story existed.

Teacher Reflections

The Knightly News

Language A Unit for Grade 4

Description

As a culminating activity, each student produces a minimum of four pieces of writing to become part of an individually produced newspaper designed to depict events, stories and happenings of the medieval period. One of the pieces is an advertisement. Another piece is a factual report. The content in each piece of writing reflects the basic features of society, such as trade, transportation, design and technology, culture, religion, food and beliefs. Students select two additional pieces of work completed in the subtasks. The chosen pieces are "polished" and organized into a simulated newspaper page complete with titles, headlines, pictures, captions, etc. All pages are then combined and bound to form a class "newspaper." An alternative culminating task would be for students to work in groups of four to complete the newspaper page. Each student is responsible for one article. The group decides, consensually and equitably, the other responsibilities (heading, pictures, additional articles, etc.). Rubrics for written submissions are used for evaluation purposes.

Expectations

4e1 A	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
4e3	• organize and develop ideas using paragraphs (e.g., to tell a story);
4e5 A	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
4e6 A	• produce media texts using writing and materials from other media (e.g., a cartoon);
4e7	• revise and edit their work, using feedback from the teacher and their peers;
4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
4e20 A	– introduce vocabulary from other subject areas into their writing;
4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);
4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
4e29	• read independently, using a variety of reading strategies;
4e43	– use their knowledge of the organization and characteristics of different forms of writing to understand and use content;
4e37	– make judgements about what they read on the basis of evidence;
4e49	– understand specialized terms in different subject areas (e.g., science, technology);
4e52	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;
4e54	• communicate a main idea about a topic and describe a short sequence of events;
4e55	• express and respond to ideas and opinions concisely and clearly;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Report
Writing Process

Assessment

For the culminating assessment, a teacher-generated rubric is used. The teacher assesses written work, looking for students to demonstrate a thorough understanding of the various writing styles introduced in class. If the medieval time period is used throughout the subtasks, students demonstrate a sound understanding of selected topics (customs, dress, etc.). If group work is selected, the teacher observes students working with others as well as independently to gather data and organize information. The teacher should note the students' ability to stay on task. At this point in the unit, students should be able to locate information readily and work independently to complete the task. The teacher may use a checklist to assess specific learning skills.

Assessment Strategies

Self Assessment
Performance Task

Assessment Recording Devices

Rubric

4e60 A • create media works;
4e62 – use some vocabulary learned in other subject areas in simple contexts;
4e65 – present information to their peers in a focused and organized form on a topic of mutual interest;

Teaching / Learning

1. The teacher and students examine the expectations of the culminating task (individual newspaper page OR group newspaper page). The assessment (rubric and/or checklist) is shared with the students. The teacher reviews the criteria and clarifies expectations and directions as needed.

2. If a group work approach is used, the teacher divides the class into groups of four. The group is made aware of the "group" assignment and reminded of group work criteria. A review of group work roles and skills is required.

3. Students create headlines and photographs, pictures, or diagrams for at least two articles. Students also select a name for their newspaper. Commonly found features such as the date, index, and feature headline may be included at the discretion of each student group. A large resource of front pages from a variety of different newspapers should be provided for student use and reference. Students write a factual report, an advertisement, and two additional types of newspaper writing.

4. Optional - If the theme of the writing is medieval society, students must choose and create a factual report, an advertisement and two additional pieces to include. Students may choose from a variety of newspaper article types such as reviews, editorials, and weather reports. Students are reminded to relate all information to the medieval time period. A list of requirements for this final project should be created by the classroom teacher and distributed to all students. A list should also remain visible in the classroom for student use. The teacher should distribute a copy of the assessment rubric which is used to evaluate the final copy of the newspaper page. Teachers may ask the students to self-assess their work at various stages of this task and upon completion.

5. Students self-assess and complete a peer assessment of the final newspaper pages.

6. Students complete the Learned section of the KWL chart they began in Subtask 1. Student sharing may be done at this time.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Some students may need adjustment to the length and number of articles required for the final submission.

- The final evaluation may require adjustments to accommodate the IEP for each special education student.

- All instructions for the culminating activity should be given in both written and oral form.

- Some students could work on a preselected topic and receive assistance while they are creating sentences. Another option would be for the teacher to accept point form notes for article submissions.

- Provide handouts and rubrics which are written at a reading level suitable for students to read and comprehend.

- Make alterations in time allocations and deadlines.

- Students with special needs may require extra time to complete work.

Rubric for Medieval Newspaper	
Writing Sense - Teacher's Source Book Level 4	Gerald Oglan & David Booth
Write on Track	Dave Kemper, Ruth Nathan, Patrick Sebranek
The Time Trekkers Visit the Middle Ages	Kate Needham
The Story of a Castle	John S. Goodall
The Castle	Moonlight Publishing - First Discovery
Tapestry 4	Les Asselstine Rod Peturson
Medieval People	Sarah Howarth
Medieval Castles	Lerner Publications
Knights in Shining Armor	Little Brown & Company
Incredible Castles And Knights	A Dorling L. Kindersley Book
In Castle Days	J. Bradley Cruxton & W. Douglas Wilson
A Medieval Castle	F. Macdonald, and M. Bergin
"...And I want it in your own words."	M. Lewis, D, Wray & P. Rospigliosi
Castle	David Macaulay
Discovering Castle Days	J. Bradley Cruxton & W. Douglas Wilson
King Arthur	Howard Pyle
Mystery History of a Medieval Castle	
bristol board or sheets of construction paper	1
glue	1
printer paper	3-5

The Knightly News
Language A Unit for Grade 4

Notes to Teacher

1. Students may request teacher assistance and guidance. At any point, the teacher may choose to focus a short lesson on a specific skill or writing style as per the needs of the class. Several days may be needed for the completion of the culminating activity. A due date should be made and posted for student reference.

2. After the newspapers are completed, they should be displayed in the classroom and hallways for student viewing. Time should be allotted for students to visit the displays. A brief discussion as to differences and similarities between papers should take place. Students should consider effective headlines, advertisements, use of pictures, placement of articles, etc. Student critiquing is a valuable learning opportunity and should take place throughout the entire unit.

3. There should be a wide variety of resources maintained throughout the unit. As subtasks are addressed, additional materials (charts, examples, books, newspapers) are added to the resource center. Newspapers must be collected for student use. Note: A large variety of newspapers should be available for student use and reference. Front pages of newspapers should be easily accessible and on display in and around the classroom. Students may be asked to bring in newspapers from home for use throughout the unit.

4. Time should be provided for students to work in class to research, organize information, complete all written work and publish final pieces.

Teacher Reflections

Appendices

The Knightly News

Language

Resource List:

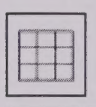
Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

The Knightly News

Language A Unit for Grade 4



Rubric

- ☐ **Rubric for Medieval Newspaper** ST 8
  2
  For use with subtask 8: The Medieval Times from the Grade 4 Unit : The Knightly News - students will be evaluated on the written components as well as the visual presentation of their newspaper page

Blackline Master / File

- ☐ **BLM 1.1 KWL Chart** ST 1
  BLM_1.1_KWL_Chart_S.cwk
- ☐ **BLM 2.1 The Parts of a Newspaper** ST 2
  BLM_2.1_NewspaperParts_S.cwk
- ☐ **BLM 2.2 Newspaper Scavenger Hunt** ST 2
  BLM_2.2_ScavengerHunt_S.cwk
- ☐ **BLM 3.1 Missing Headlines** ST 3
  BLM_3.1_MissingHeadlines_T.cwk
- ☐ **BLM 3.2 Headlines on High** ST 3
  BLM_3.2_HeadlinePredict_T.cwk
- ☐ **BLM 4.1 Proofreading Checklist** ST 4
  BLM_4.1_ProofreadChcklst_S.cwk
- ☐ **BLM 5.1 Medieval Entertainment Article A** ST 5
  BLM_5.1_ArticleA_S.cwk
- ☐ **BLM 5.2 Gathering Grid** ST 5
  BLM_5.2_GatheringGrid_S.cwk
- ☐ **BLM 5.3 Medieval Times Report Writing Suggestions** ST 5
  BLM_5.3_WritingTopics_T.cwk
- ☐ **BLM 5.4 Revising Checklist** ST 5
  BLM_5.4_ReviseEditChckist_T.cwk
- ☐ **BLM 7.1 News Story** ST 7
  BLM_7.1_NewsStorySample_T.cwk
- ☐ **BLM 7.2 Newsworthy Words** ST 7
  BLM_7.2_NewsworthyWords_T.cwk

Print

- ☐ **A Canadian Writer's Reference** Unit
  Diana Hacker
  0-17-603515-X
  Writer's handbook.
- ☐ **A Canadian Writer's Reference** ST 2
  Diana Hacker
  0-17-603515-X
  Writer's handbook.
- ☐ **A Canadian Writer's Reference** ST 3
  Diana Hacker
  0-17-603515-X
  Writer's handbook.
- ☐ **A Canadian Writer's Reference** ST 4
  Diana Hacker
  0-17-603515-X
  Writer's handbook.
- ☐ **A Canadian Writer's Reference** ST 6
  Diana Hacker
  0-17-603515-X
  Writer's handbook.
- ☐ **A Handbook for Young Writers, Thinkers, and Learners** Unit
  D. Kemp, R. Nathan, & P. Sebranek
  This book is designed for Grades 4 & 5. It is filled with good advice for students and is a great resource for teachers.
- ☐ **A Handbook for Young Writers, Thinkers, and Learners** ST 2
  D. Kemp, R. Nathan, & P. Sebranek
  This book is designed for Grades 4 & 5. It is filled with good advice for students and is a great resource for teachers.
- ☐ **A Handbook for Young Writers, Thinkers, and Learners** ST 6
  D. Kemp, R. Nathan, & P. Sebranek
  This book is designed for Grades 4 & 5. It is filled with good advice for students and is a great resource for teachers.
- ☐ **A Medieval Castle** ST 5
  F. Macdonald, and M. Bergin
  0-87226-340-1
- ☐ **A Medieval Castle** ST 6
  F. Macdonald, and M. Bergin
  0-87226-340-1
- ☐ **A Medieval Castle** ST 8
  F. Macdonald, and M. Bergin
  0-87226-340-1
- ☐ **A Street Through** ST 5
  Dr. Anne Millard
  0-590-03865-6
  This book illustrates a street developed from 10 000 BC to modern times.

☐ **"...And I want it in your own words."** **Unit**
M. Lewis, D, Wray & P. Rospigliosi
This article offers ideas to help students put the information they locate for reports into their own words.

☐ **"...And I want it in your own words."** **ST 5**
M. Lewis, D, Wray & P. Rospigliosi
This article offers ideas to help students put the information they locate for reports into their own words.

☐ **"...And I want it in your own words."** **ST 6**
M. Lewis, D, Wray & P. Rospigliosi
This article offers ideas to help students put the information they locate for reports into their own words.

☐ **"...And I want it in your own words."** **ST 8**
M. Lewis, D, Wray & P. Rospigliosi
This article offers ideas to help students put the information they locate for reports into their own words.

☐ **Castle** **ST 8**
David Macaulay
0-395-25784-0
This book includes written text as well as detailed drawings explaining the construction of castles and towns.

☐ **Castle At War- Discovery Series** **ST 6**
Stoddart
Read the story of a siege. Witness the storming of a medieval fortress.

☐ **Castle - Cross Sections** **ST 5**
Phen Biesty
See inside an amazing 14th Century Castle

☐ **Castles** **ST 6**
Philip Steele

☐ **Castles, Pyramids and Palaces** **ST 6**
Caroline Young & Colin King
Includes detailed drawings and descriptions of buildings of the time period.

☐ **Discovering Castle Days** **ST 5**
J. Bradley Cruxton & W. Douglas Wilson
0-19-541323-7
Introduces young readers to all aspects of medieval culture including the arts, architecture, weapons, religion, clothing, food and medicine of the time.

☐ **Discovering Castle Days** **ST 6**
J. Bradley Cruxton & W. Douglas Wilson
0-19-541323-7
Introduces young readers to all aspects of medieval culture including the arts, architecture, weapons, religion, clothing, food and medicine of the time.

☐ **Discovering Castle Days** **ST 8**
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0-19-541323-7
Introduces young readers to all aspects of medieval culture including the arts, architecture, weapons, religion, clothing, food and medicine of the time.

☐ **Easy Steps to Writing Fantastic Research Reports** **Unit**
Jean Dreher, Katheryn Davis, Priscilla Waynant, Suzanne Clewell
0-590-97306-7
Includes valuable tools for teaching students how to write research reports. Contains mini-lessons, graphic organizers, internet tips, and project ideas.

☐ **Easy Steps to Writing Fantastic Research Reports** **ST 5**
Jean Dreher, Katheryn Davis, Priscilla Waynant, Suzanne Clewell
0-590-97306-7
Includes valuable tools for teaching students how to write research reports. Contains mini-lessons, graphic organizers, internet tips, and project ideas.

☐ **Eyewitness Books - Arms & Armor** **Unit**
Andrew Langley
Discover the origins, workings and uses of hand weapons in close-up from the Stone Age to the Wild West era.

☐ **Eyewitness Books - Arms & Armor** **ST 5**
Andrew Langley
Discover the origins, workings and uses of hand weapons in close-up from the Stone Age to the Wild West era.

☐ **Eyewitness Books - Arms & Armor** **ST 6**
Andrew Langley
Discover the origins, workings and uses of hand weapons in close-up from the Stone Age to the Wild West era.

☐ **Eyewitness Books - Castle** **Unit**
Andrew Langley
Discover the medieval world of castles- how they were built and what life was like inside of them.

☐ **Eyewitness Books - Castle** **ST 6**
Andrew Langley
Discover the medieval world of castles- how they were built and what life was like inside of them.

☐ **Eyewitness Books - Knight** **Unit**
Andrew Langley
Discover the world of the medieval knight - from battles to banquets to tournaments and chivalry

☐ **Eyewitness Books - Knight** **ST 6**
Andrew Langley
Discover the world of the medieval knight - from battles to banquets to tournaments and chivalry

☐ **Eyewitness Books - Medieval Life** **Unit**
Andrew Langley
07737-2931-3

☐ **Eyewitness Books - Medieval Life** **ST 5**
Andrew Langley
07737-2931-3

☐ **Fact of Fiction: Knights** **Unit**

Aladdin Books
0-7613-0468-1

The Knightly News

Language A Unit for Grade 4

☐ **Fact of Fiction: Knights** ST 6

Aladdin Books
0-7613-0468-1

☐ **Favorite Medieval Tales** Unit
Mary Pope Osborne & Troy Howell
0-439-14134-6
Includes a collection of medieval stories that are still popular today. There is a great introduction with useful information.

☐ **First Steps - Writing Developmental Continuum** Unit
Glenda Raison & The Education Department of Western Australia
0-435-07249-8

☐ **First Steps - Writing Developmental Continuum** ST 5
Glenda Raison & The Education Department of Western Australia
0-435-07249-8

☐ **First Steps - Writing Developmental Continuum** ST 6
Glenda Raison & The Education Department of Western Australia
0-435-07249-8

☐ **First Steps - Writing Resource Book** Unit
Glenda Raison & The Education Department of Western Australia
0-435-07251
Provides links between assessment and teaching strategies. Provides practical teaching ideas with guidelines for incorporation in the classroom.

☐ **First Steps - Writing Resource Book** ST 5
Glenda Raison & The Education Department of Western Australia
0-435-07251
Provides links between assessment and teaching strategies. Provides practical teaching ideas with guidelines for incorporation in the classroom.

☐ **First Steps - Writing Resource Book** ST 6
Glenda Raison & The Education Department of Western Australia
0-435-07251
Provides links between assessment and teaching strategies. Provides practical teaching ideas with guidelines for incorporation in the classroom.

☐ **In Castle Days** Unit
J. Bradley Cruxton & W. Douglas Wilson
0-19-540537-4
Includes useful information about castles and surrounding areas.

☐ **In Castle Days** ST 8
J. Bradley Cruxton & W. Douglas Wilson
0-19-540537-4
Includes useful information about castles and surrounding areas.

☐ **Incredible Castles And Knights** Unit
A Dorling L. Kindersley Book
1-55144-039-3
What did a lord keep in his castle? What is tilting? ....

☐ **Incredible Castles And Knights** ST 6
A Dorling L. Kindersley Book
1-55144-039-3
What did a lord keep in his castle? What is tilting? ....

☐ **Incredible Castles And Knights** ST 8
A Dorling L. Kindersley Book
1-55144-039-3
What did a lord keep in his castle? What is tilting? ....

☐ **King Arthur** Unit
Howard Pyle
0-8167-241-X

☐ **King Arthur** ST 8
Howard Pyle
0-8167-241-X

☐ **Knights** Unit
Catherine Daly-Weir
0-448-41857-6

☐ **Knights** Unit
Find out more about armour, tournaments, horses and battles.

☐ **Knights & Castles** Unit
Avery Hart & Paul Mantell
50 Hands-on activities to experience the middle ages.

☐ **Knights & Castles** Unit
Will Osborne & Mary Pope Osborne
0-375-80297-5
Contains information on feudal system and roles of some of the people. Research guidelines and resources can be found on pages 108-115

☐ **Knights & Castles** ST 5
Avery Hart & Paul Mantell
50 Hands-on activities to experience the middle ages.

☐ **Knights in Armour** Unit
Jane Elliott
962-291-370-9

☐ **Knights in Shining Armor** Unit
Little Brown & Company
0-316-30038-1

☐ **Knights in Shining Armor** ST 8
Little Brown & Company
0-316-30038-1

☐ **Living History - Fourteenth-Century Towns** Unit
John Clare
015-200-515-3

☐ **Medieval Castles** Unit
Lerner Publications

0-8225-1235-1

☐ **Medieval Castles** ST 8
Lerner Publications

0-8225-1235-1

☐ **Medieval People** **Unit**
Sarah Howarth
0-750000879-2
Describes the roles of the following: king, pope, knight, bishop, merchant, lady, herald, monk, pilgrim, heretic, doctor, mason & chronicler.

☐ **Medieval People** **ST 8**
Sarah Howarth
0-750000879-2
Describes the roles of the following: king, pope, knight, bishop, merchant, lady, herald, monk, pilgrim, heretic, doctor, mason & chronicler.

☐ **Medieval World** **Unit**
Usborne World History

☐ **Medieval World** **ST 5**
Usborne World History

☐ **Men of Iron** **Unit**
Howard Pyle

☐ **Men of Iron** **ST 6**
Howard Pyle

☐ **Merry Ever After** **Unit**
Joe Lasker
0-14-050-280-7
The story of 2 weddings set during the medieval times.

☐ **Mystery History of a Medieval Castle** **Unit**

0-7613-0501-7
Discover what it was like to live in a Medieval Castle.

☐ **Mystery History of a Medieval Castle** **ST 8**

0-7613-0501-7
Discover what it was like to live in a Medieval Castle.

☐ **Tapestry 4** **Unit**
Les Asselstine Rod Peturson
0-7747-0587-6
Grade 4 Social Studies text - contains large section on Medieval Times with a variety of literature, learning events and activities.

☐ **Tapestry 4** **ST 5**
Les Asselstine Rod Peturson
0-7747-0587-6
Grade 4 Social Studies text - contains large section on Medieval Times with a variety of literature, learning events and activities.

☐ **Tapestry 4** **ST 8**
Les Asselstine Rod Peturson
0-7747-0587-6
Grade 4 Social Studies text - contains large section on Medieval Times with a variety of literature, learning events and activities.

☐ **The Castle** **Unit**
Moonlight Publishing - First Discovery
1-85103-112-X

☐ **The Castle** **ST 8**
Moonlight Publishing - First Discovery
1-85103-112-X

☐ **The Middle Ages - Read Aloud Plays** **Unit**
Jeannette Sanderson
0-590-76993-6
Contains creative and exciting ways to help students understand literary elements. Includes 8 short plays, background information, writing prompts and creative ideas.

☐ **The Story of a Castle** **Unit**
John S. Goodall
0-689-50405-5

☐ **The Story of a Castle** **ST 8**
John S. Goodall
0-689-50405-5

☐ **The Time Trekkers Visit the Middle Ages** **Unit**
Kate Needham
0-7613-0482-7
This book features interesting facts about knights, castles, churches, feasts, hinting, jousts, crusades and witches.

☐ **The Time Trekkers Visit the Middle Ages** **ST 8**
Kate Needham
0-7613-0482-7
This book features interesting facts about knights, castles, churches, feasts, hinting, jousts, crusades and witches.

☐ **Write on Track** **Unit**
Dave Kemper, Ruth Nathan, Patrick Sebranek
0-17-606608-X
A handbook for young writes, thinkers and learners. A section on research writing and using the library can be found on pages 136-143. A section on revising and editing writing can be found on pages 42-55. For ideas on writing stories, pages 158-169 are useful.

☐ **Write On Track** **ST 4**
D. Kemper, R. Nathan, P. Sebranek
0-17-606608-X
A handbook for young writers, thinkers and learners. Chapter Chapter 1 - Revising, Editing and Conferencing Guide pages 42-53 gives teachers and students editing and proofreading tips and checklists.

☐ **Write on Track** **ST 5**
Dave Kemper, Ruth Nathan, Patrick Sebranek
0-17-606608-X
A handbook for young writes, thinkers and learners. A section on research writing and using the library can be found on pages 136-143. A section on revising and editing writing can be found on pages 42-55. For ideas on writing stories, pages 158-169 are useful.

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The Knightly News
Language A Unit for Grade 4

- ☐ **Writing Sense - Teacher's Source Book Level 4** **Unit**
  Gerald Oglan & David Booth
  0-7747-0442-X
  Includes strategies to develop students' skills in writing : personal messages, narratives, poetry, informational pieces, instructions, persuasive pieces, etc.
- ☐ **Writing Sense - Teacher's Source Book Level 4** **ST 2**
  Gerald Oglan & David Booth
  0-7747-0442-X
  Includes strategies to develop students' skills in writing : personal messages, narratives, poetry, informational pieces, instructions, persuasive pieces, etc.
- ☐ **Writing Sense - Teacher's Source Book Level 4** **ST 5**
  Gerald Oglan & David Booth
  0-7747-0442-X
  Includes strategies to develop students' skills in writing : personal messages, narratives, poetry, informational pieces, instructions, persuasive pieces, etc.
- ☐ **Writing Sense - Teacher's Source Book Level 4** **ST 8**
  Gerald Oglan & David Booth
  0-7747-0442-X
  Includes strategies to develop students' skills in writing : personal messages, narratives, poetry, informational pieces, instructions, persuasive pieces, etc.
- ☐ **Young Guinevere** **Unit**
  Robert D. San Souci
  0-440-41291
- ☐ **Young Lancelot** **Unit**
  Robert D. San Souci
  0440-41459-8

Media

- ☐ **Illuminated Lives** **Unit**
  National Film Board
  C 0189-023
  Features an animated tale about medieval women and what their lives were really like.

Website

- ☐ **Unit**
  http://
- ☐ **A Selection of Medieval Music** **Unit**
  http://www.medieval.org/emfaq/begin1st/medieval/htm
  A list of selected Medieval music - suggested for students who may wish to write a review or an article on music of this time period.
- ☐ **Collaborative Thematic Unit** **Unit**
  http://www.libsci.sc.edu/miller/Midage.htm
- ☐ **Heritage and Citizenship Early Civilizations** **Unit**
  http://resource.mediacentre.com/socialstudies/early_civilizations.htm
  Access to curriculum resources, lessons, activities & software.
- ☐ **Light Motif: Life in a Medieval Castle** **Unit**
  http://www.edunetconnect.com/cat.medit.html
  Describes life in a medieval castle.
- ☐ **National Geographic for Kids** **Unit**
  http://www.nationalgeographic.com/features/97/
  This website will take you on a virtual tour of a castle. It would be an ideal resource for students wishing to write a review or article on life in a famous castle.
- ☐ **Recently issued CDs** **Unit**
  http://www.medieval.org/emfaq/cds/recent.shtml
  A list of recently issued CDs of early music. An ideal resource for those students interested in writing articles and musical reviews.
- ☐ **Study Guide for Medieval Love Songs** **Unit**
  http://www.wsu.edu/brians/love-in-the-arts/medieval.html
  Contains samples and explanations of love songs from medieval times.

Material

☐ **Unit**

☐ **bristol board or sheets of construction paper** **ST 8**
1
per person
For use with final newspaper page submission. Students may choose between either medium.

☐ **bristol board - white** **ST 6**
1
per person
Students will require bristol board to create their slogan posters.

☐ **chart paper** **ST 1**
1
per class
Create titles for KWL chart.

☐ **chart paper** **ST 3**
1-2
per class
Teacher use during introduction & brainstorming session.

☐ **chart paper** **ST 4**
1-2 pages
per class
For use in displaying enlarged copy of editing checklist, symbols and definitions. This may be teacher made or student created.

☐ **chart paper** **ST 5**
3-4
per class

☐ **chart paper** **ST 6**
1
per group
For use with advertisement portion of subtask.

☐ **chart paper** **ST 7**
1-2
per class
To display the definitions for the parts of a news story.

☐ **glue** **ST 7**
1
per person

☐ **glue** **ST 8**
1
per person
For use with securing articles and pictures to newspaper page for display.

☐ **glue sticks/ glue** **ST 2**
1
per group

☐ **highlighter or coloured marking pens** **ST 7**
4-5
per person
These are used to mark the specific parts of a news story. Coloured crayons or pencil crayons could also be used.

☐ **large sheet of light coloured construction paper** **ST 7**
1
per person
Light colours such as yellow, white, gray, light blue, etc. are needed so that students may print onto the paper.

☐ **markers** **ST 1**
3
per class
Use different colours for each subheading.

☐ **markers** **ST 3**
2
per class
For teacher use during introduction & brainstorming session.

☐ **markers** **ST 4**
1 pack
per class
For charting checklists and symbols.

☐ **markers** **ST 5**
1 pack
per class

☐ **markers** **ST 6**
3-5
per group

☐ **markers** **ST 7**
1 pack
per class

☐ **markers, crayons or pastels** **ST 3**
1 pack
per pair
For use with art activity.

☐ **newspaper** **ST 2**
1
per pair
The teacher may choose to place students in groups of more than two; this will alter the number of newspapers required.

☐ **newspaper** **ST 3**
1
per class
For teacher use in preparation of BLM and lesson activities. Used to choose headlines (may cut & paste if needed).

☐ **newspaper page with articles and photographs** **ST 7**
1
per person
Each student will require at least three photographs with captions and four articles to work with. They do not need to be located on one page, they could also be pre-cut and separated for distribution.

The Knightly News
Language A Unit for Grade 4

- ☐ **newspapers, brochures, magazines** ST 6
  1-5
  per group
  For use with advertisement search.
- ☐ **overhead markers** ST 4
  1 pack
  per class
  For use with editing symbol activity.
- ☐ **overhead markers** ST 7
  1 pack
  per class
- ☐ **overhead transparencies** ST 5
  2-4
  per class
  For use with article skimming activity.
- ☐ **overhead transparencies** ST 6
  2-3
  per class
- ☐ **overhead transparency** ST 3
  1-2
  per class
  For teacher made "What's the Headline" activity.
- ☐ **overhead transparency** ST 4
  1-2
  per class
  For use in editing activity - used to display unedited writing for whole class lesson on editing symbols and proofreading.
- ☐ **overhead transparency** ST 7
  1-2
  per class
  For use with enlarged article to analyze. The teacher may add extra articles as needed.
- ☐ **pencil crayons & coloured crayons** ST 6
  1 pack
  per person
  For use with slogan activity.
- ☐ **printer paper** ST 8
  3-5
  per person
  For use with computers if available.
- ☐ **ruler** ST 7
  1
  per person
- ☐ **scissors** ST 2
  1
  per person
- ☐ **scissors** ST 7
  1
  per person
- ☐ **scrapbook or notebook** ST 2
  1
  per group
  Scrapbooks are easily made by binding newsprint between a cover.
- ☐ **white printer paper** ST 3
  1
  per person
  For use with artistic headline activity.

Equipment / Manipulative

- ☐ **Overhead Projector** ST 3
  1
  per class
  An option to individual copies being used.
- ☐ **Overhead projector** ST 4
  1
  per class
  The introductory activity is best suited to whole class learning.
- ☐ **overhead projector** ST 5
  1
  per class
  For use with whole class learning activities. Enlarged articles can be examined by entire group.
- ☐ **overhead projector** ST 6
  1
  per class
  To display slogans.
- ☐ **overhead projector** ST 7
  1
  per class
- ☐ **television & VCR** ST 6
  1
  per class
  For use with viewing of television commercials and advertisements. - optional.

KWL Chart

Topic: Newspapers

Name: _____

Know	*Wonder*	*Learned*

The Parts of a Newspaper

Use a newspaper to find and locate the following information.

Use the index to find the section and the pages in the section listed below.

Section	Page(s)		Who Found this Article
_____	_____	Arts & Entertainment	_____
_____	_____	Local News	_____
_____	_____	World News	_____
_____	_____	Comics	_____
_____	_____	Fashion	_____
_____	_____	Weather	_____
_____	_____	Business	_____
_____	_____	Travel	_____
_____	_____	Classifieds & Want Ads	_____
_____	_____	Editorials	_____
_____	_____	Sports	_____
_____	_____		_____

Newspaper Scavenger Hunt

Use a newspaper to find and locate the following information.
Answer questions in your newspaper scrapbooks.

1. Cut out the headline from the front page of the newspaper. Glue it into your scrapbook, then tell what the article is about in only two sentences.

2. Find an article about someone local. Cut it out and glue it into your notebook. Underline the 5 W's (Who, What, Where, When, and Why).

3. Cut out a headline found in the entertainment section. Glue it in your notebook. Then, write a short summary of what the article is about beneath the headline.

4. Cut out a photograph which interests you. Glue it in your notebook. Then, tell why this picture is well suited to the article or story it accompanies.

5. Go to the Want Ad (Classified) section. Choose two items you would like to buy. Cut and paste them into your notebook. How much would it cost to purchase both?

6. Find the Business Opportunities section. Can you find a job which might interest you? Glue the advertisement in your notebook and tell why you would be a good candidate for this position.

7. Find the Pets For Sale section of your newspaper. Make a list of five different animals for sale. Beside each animal, write the descriptive words used. List the pet you would be most interested in buying and explain why.

8. Cut out two headlines from the Sports Section. Glue them into your notebook. List five action words found in each article. Print them beneath their corresponding headlines.

9. An Obituary is a news story that announces someone's death. If the person was well known or important to the community, there might also be a short biography included. Find an obituary and glue it into your scrapbook.

10. Use a dictionary to find the meanings of local, national, and international. Then, use your newspaper to find three articles or stories which would suit these headings. Glue one of each kind of article in your scrapbook. Underline the place being described in the article.

11. Most newspapers have a puzzle page. Find the page in your newspaper and choose a puzzle or crossword which looks like fun. Cut it out and glue it into your scrapbook. See if you can solve part of the puzzle or crossword.

12. Cut out the weather report for your local community. Glue it into your notebook. Read the report carefully and write a short prediction of what you think the weather might be like on another day.

13. Many readers enjoy the reviews found in the Entertainment section of the newspaper. Reviews tell about the latest books, music, movies, plays, and television shows, and give the reviewers' opinions of them. Find a review and include it in your scrapbook. Briefly summarize the reviewer's opinion in one or two sentences below the article.

14. Captions are the groups of words or sentences under newspaper photographs that explain what is happening in the photograph. Choose four photographs from different sections of the newspaper and glue them into your notebook. Below each photograph, write a creative caption.

15. Most newspapers have a comic and cartoon page. Find this section of the newspaper and cut out one cartoon that interests you. Below it, give a short two- to three-sentence summary of what is happening in the comic strip.

16. Cut out letters from a variety of headlines to spell your name(s). Glue these into your notebook.

Missing Headlines

Read over the short articles listed below. Afterwards, create a headline which is sure to grab the attention of someone reading it. Remember to avoid brief, small, unimportant words, such as ***a, an***, and ***the***. **Be creative!!**

1. _____

West Cherry, Sept. 2 - From his office late this afternoon, the Premier announced that he was calling the northeastern part of the province a "disaster area." The recent floods caused heavy damage to buildings and homes. Many people were left without shelter. The Premier spoke on the television station CWAT.

2. _____

Feb. 23 - A survey released today by researchers at the University of Guelph shows that eight out of ten children would not give up eating hamburgers at fast food restaurants even if they were told that the burgers would cause them to become overweight.

3. _____

Ottawa, March 8 - Firefighters battled a blaze for two hours at the downtown Animal Shelter this morning. It was believed that the fire started by accident in the shelter's basement. The firefighters and shelter employees were able to bring all of the dogs and cats to safety.

Headlines on High

Headlines give the reader some idea of what the stories are about. Below, are several headlines; their stories are missing. Underneath each headline, write 2-3 sentences to explain what you predict the story will be about.

Bad News for New Restaurants

Food Drive Raises Millions

Spaceship Lands Just in Time

Child Helps Dying Man

Ninety-Nine Year-Old Cashes In!

Scientists Find Cure for Common Cold in Backyard

Thousands Refuse Treatment

Proofreading Checklist

Use this checklist to edit your writing.
Read the sentence beside each box, then review your work.
Place a checkmark in the box to show that the task is completed.

Punctuation

- ☐ Did I end each sentence with the appropriate punctuation?
- ☐ Did I use commas in a series?
- ☐ Did I use quotation marks in conversations?

Capitalization

- ☐ Did I use a capital at the beginning of every sentence?
- ☐ Did I capitalize the names of specific people, places and things?
- ☐ Did I use capitals in my title?

Spelling

- ☐ Did I spell familiar words correctly?
- ☐ Did I spell unfamiliar and difficult words correctly?

Medieval Entertainment
Article A

During the Medieval Ages, the people enjoyed a variety of activities. A wide assortment of sporting events as well as music provided people with sources of entertainment.

In the medieval era, people enjoyed many different types of sports. They played games similar to our football, hockey, tennis, and wrestling. Their games did not have rules and they were often quite violent in nature. The players depended on their strength rather than their skill. The games were very rough and teeth, knives, and sticks were often used. Some players were seriously hurt. Football was the most violent of all the games played. Archery contests were a favourite sport for many and they were held in the village to determine the best bowman.

Tournaments were contests held to test the skills of knights. One favourite sport in the tournament was jousting. These tournaments were colourful shows. Brightly coloured banners waved in the wind and knights, dressed in armor, rode horses wearing colourful harnesses.

People also enjoyed hunting with hounds for deer or wild boar. Falcons and hawks were kept for hunting small prey. People enjoyed watching these birds attack small birds and animals.

Music was enjoyed during medieval times. The people liked to sing and dance. Minstrels travelled from place to place singing ballads that told of the brave deeds that knights had performed and the way that people lived. The songs that minstrels sang informed the people of important happenings and events.

Gathering Grid

Topic: Tell what you are researching	Resource	Resource	Resource

Medieval Times Report Writing Suggestions:

(Teacher Reference)

- manor life
- village life
- knights and knighthood
- castles and/or mosques
- medieval food
- medieval entertainment
- medieval towns
- medieval guilds
- medieval clothing
- medieval government (feudal system)
- church involvement
- armour and weapons
- tournaments
- banquets
- falconry and hunting
- warfare
- kings and queens
- punishment for crime
- Islamic culture

Revising Checklist

Do I need to add any information?

- ☐ Do I have a good beginning?
- ☐ Did I include several important details?
- ☐ Did I include an ending?

Do I need to delete any information?

- ☐ Did I stay on topic?
- ☐ Did I repeat myself?

Do I need to move any information?

- ☐ Are my sentences in a logical order?
- ☐ Are any ideas and details out of place?

Do I need to rewrite any parts?

- ☐ Are my ideas clear enough for others to understand?
- ☐ Have I used descriptive words and sentences?

Do I need to change my sentence structure?

- ☐ Did I write using complete sentences?
- ☐ Did I write using clear sentence structure?
- ☐ Did I write sentences of varying lengths?

Do I need to change my words?

- ☐ Did I use interesting words? (strong action words, good describing words - consider the five senses)
- ☐ Did I use the correct and most appropriate words?

Student Name:_____
Date:_____

Rubric for Medieval Newspaper

for use with Subtask 8 : The Medieval "Times"
from the Grade 4 Unit: **The Knightly News**

Expectations for this Subtask to Assess with this Rubric:

4e1 • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);

4e5 • produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;

4e6 • produce media texts using writing and materials from other media (e.g., a cartoon);

4e20 – introduce vocabulary from other subject areas into their writing;

4e60 • create media works;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **– factual report** **– advertisement** **– two other type**	– the student uses a few simple ideas	– the student uses some complex ideas	– the student uses complex ideas	– the student uses well developed ideas
Communication **– a variety of types of newspaper writing**	– uses limited accuracy and clarity in written reports, articles, stories and advertisements	– uses some accuracy and clarity in written reports, articles, stories and advertisements	– uses accuracy and clarity in written reports, articles, stories and advertisements	– uses a high degree of accuracy and clarity in written reports, articles, stories and advertisements
Application of language conventions	– demonstrates a limited ability to write for different purposes with major errors or omissions	– demonstrates some ability to write with some errors or omissions	– demonstrates ability to write for different purposes, with minor errors or omissions	– demonstrates a thorough, detailed writing for different purposes, with a few errors or omissions
Organization **– newspaper format**	– locates and records information in a limited way – interprets and presents information in a limited way	– locates and records information in a mechanical and sequential way – demonstrates some ability to interpret and present information for a specific purpose and audience	– locates and records information appropriately and logically – demonstrates ability to interpret and present information for a specific purpose and audience	– locates and records information in complex and logical ways – demonstrates a thorough capability to interpret and present information for a specific purpose and audience

The Knightly News

Language A Unit for Grade 4

		Selected	Assessed
English Language---Writing			
☐ 4e1	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);		3
☐ 4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);	2	1
☐ 4e3	• organize and develop ideas using paragraphs (e.g., to tell a story);	1	1
☐ 4e5	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;		3
☐ 4e6	• produce media texts using writing and materials from other media (e.g., a cartoon);	2	1
☐ 4e7	• revise and edit their work, using feedback from the teacher and their peers;	4	
☐ 4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;	3	
☐ 4e20	– introduce vocabulary from other subject areas into their writing;	1	3
☐ 4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);	3	1
English Language---Reading			
☐ 4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;	6	
☐ 4e29	• read independently, using a variety of reading strategies;	7	
☐ 4e30	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;	2	
☐ 4e34	– identify the main idea in a piece of writing, and provide supporting details;	2	
☐ 4e36	– make inferences while reading;	4	
☐ 4e37	– make judgements about what they read on the basis of evidence;	2	
☐ 4e43	– use their knowledge of the organization and characteristics of different forms of writing to understand and use content;	4	
☐ 4e49	– understand specialized terms in different subject areas (e.g., science, technology);	3	
☐ 4e51	– use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, captions).	2	
English Language---Oral and Visual Communication			
☐ 4e52	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;	2	
☐ 4e54	• communicate a main idea about a topic and describe a short sequence of events;	4	
☐ 4e55	• express and respond to ideas and opinions concisely and clearly;	3	
☐ 4e56	• contribute and work constructively in groups;	2	
☐ 4e59	• analyse media works;	3	
☐ 4e60	• create media works;		1
☐ 4e61	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).	1	
☐ 4e62	– use some vocabulary learned in other subject areas in simple contexts;	2	
☐ 4e64	– use appropriate tone of voice and gestures in social and classroom activities;	2	
☐ 4e65	– present information to their peers in a focused and organized form on a topic of mutual interest;	1	
☐ 4e66	– listen to others and stay on topic in group discussion;	3	
☐ 4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);	3	
Social Studies---HC: Medieval Times			
☐ 4z5	– describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);		2
☐ 4z6	– describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);		2
☐ 4z11	– use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;	2	

Expectation Summary

Selected | Assessed

The Knightly News

Language A Unit for Grade 4

English Language

4e1		3	4e2	2	1	4e3	1	1	4e4			4e5		3	4e6	2	1	4e7	4	4e8	3	4e9		4e10							
4e11			4e12			4e13			4e14			4e15			4e16			4e17		4e18		4e19		4e20	1	3					
4e21			4e22	3	1	4e23			4e24			4e25			4e26			4e27	6	4e28		4e29	7	4e30	2						
4e31			4e32			4e33			4e34	2		4e35			4e36	4		4e37	2	4e38		4e39		4e40							
4e41			4e42			4e43	4		4e44			4e45			4e46			4e47		4e48		4e49	3	4e50							
4e51	2		4e52	2		4e53			4e54	4		4e55	3		4e56	2		4e57		4e58		4e59	3	4e60		1					
4e61	1		4e62	2		4e63			4e64	2		4e65	1		4e66	3		4e67	3	4e68		4e69		4e70							

French as a Second Language

4f1	4f2	4f3	4f4	4f5	4f6	4f7	4f8	4f9	4f10
4f11	4f12	4f13	4f14	4f15	4f16	4f17	4f18	4f19	4f20

Mathematics

4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20
4m21	4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29	4m30
4m31	4m32	4m33	4m34	4m35	4m36	4m37	4m38	4m39	4m40
4m41	4m42	4m43	4m44	4m45	4m46	4m47	4m48	4m49	4m50
4m51	4m52	4m53	4m54	4m55	4m56	4m57	4m58	4m59	4m60
4m61	4m62	4m63	4m64	4m65	4m66	4m67	4m68	4m69	4m70
4m71	4m72	4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80
4m81	4m82	4m83	4m84	4m85	4m86	4m87	4m88	4m89	4m90
4m91	4m92	4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100
4m101	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110
4m111	4m112	4m113	4m114	4m115	4m116	4m117	4m118	4m119	

Science and Technology

4s1	4s2	4s3	4s4	4s5	4s6	4s7	4s8	4s9	4s10
4s11	4s12	4s13	4s14	4s15	4s16	4s17	4s18	4s19	4s20
4s21	4s22	4s23	4s24	4s25	4s26	4s27	4s28	4s29	4s30
4s31	4s32	4s33	4s34	4s35	4s36	4s37	4s38	4s39	4s40
4s41	4s42	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70
4s71	4s72	4s73	4s74	4s75	4s76	4s77	4s78	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120
4s121	4s122	4s123							

Social Studies

4z1	4z2	4z3	4z4	4z5	2	4z6	2	4z7	4z8	4z9	4z10
4z11	2	4z12	4z13	4z14	4z15	4z16	4z17	4z18	4z19	4z20
4z21	4z22	4z23	4z24	4z25	4z26	4z27	4z28	4z29	4z30
4z31	4z32	4z33	4z34	4z35	4z36	4z37	4z38	4z39	4z40
4z41	4z42	4z43	4z44	4z45	4z46	4z47	4z48	4z49	4z50
4z51	4z52	4z53	4z54	4z55	4z56	4z57	4z58	4z59	4z60
4z61	4z62								

Health & Physical Education

4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				

The Arts

4a1	4a2	4a3	4a4	4a5	4a6	4a7	4a8	4a9	4a10
4a11	4a12	4a13	4a14	4a15	4a16	4a17	4a18	4a19	4a20
4a21	4a22	4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40
4a41	4a42	4a43	4a44	4a45	4a46	4a47	4a48	4a49	4a50
4a51	4a52	4a53	4a54	4a55	4a56	4a57	4a58	4a59	4a60
4a61	4a62	4a63	4a64	4a65	4a66	4a67	4a68	4a69	4a70

The Knightly News

Language A Unit for Grade 4

Analysis Of Unit Components

8 Subtasks
94 Expectations
158 Resources
58 Strategies & Groupings

-- Unique Expectations --
30 Language Expectations
3 Social Studies Expectations

Resource Types

1 Rubrics
12 Blackline Masters
0 Licensed Software
91 Print Resources
1 Media Resources
8 Websites
39 Material Resources
6 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

7 Students Working As A Whole Class
2 Students Working In Pairs
3 Students Working In Small Groups
8 Students Working Individually

Assessment Recording Devices

2 Anecdotal Record
1 Checklist
1 Rating Scale
1 Rubric

Teaching / Learning Strategies

3 Brainstorming
2 Classifying
1 Demonstration
3 Discussion
3 Guided Exploration
1 Guided Reading
1 Guided Writing
1 Manipulatives
1 Media Analysis
1 Note-making
1 Practice And Drill
2 Report
1 Workbook/work Sheets
1 Writing Process

Assessment Strategies

1 Conference
6 Observation
1 Performance Task
1 Questions And Answers (oral)
1 Response Journal
1 Self Assessment